

ACT Profile Report - State

Graduating Class 2012
Maryland



ACT, INC. -- CONFIDENTIAL

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This report provides information about the performance of your 2012 graduating seniors who took the ACT as sophomores, juniors, or seniors; and self-reported at the time of testing that they were scheduled to graduate in 2012 and tested under standard time conditions.

This report focuses on:

Performance - student test performance in the context of college readiness

Access - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

College Readiness - percent of students meeting ACT College Readiness Benchmark Scores in each content area

Awareness - extent to which student aspirations match performance

Articulation - colleges and universities to which your students send test results

Each year, test data for a school, district, and the state represents a different cohort of students. ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, or the state.

Furthermore, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students meeting or exceeding ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students.

The ACT is a curriculum-based measure of college readiness. ACT components include:

- Tests of academic achievement in English, math, reading, science, and writing (optional)
- High school grade and course information
- Student Profile Section
- Career Interest Inventory

The ACT:

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards. *Connecting College Readiness Standards to the Classroom* interpretive guides can be found at www.act.org/standard/infoserv.html.

Only the ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores are:

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

33% of your students met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT: 13,334 of your students are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

MAKING CORE CURRICULUM A PRIORITY: Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 82% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES: Table 3.2 reports 2% of the cohort took less than three years of math courses. Of these students, 10% were college ready. 9% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 9% of these students were college ready. In comparison, 59% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.2 reports 9% of the cohort took less than three years of natural science courses. 19% of these students were college ready. In comparison, 39% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 39% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College Readiness Standards at www.act.org/standard.

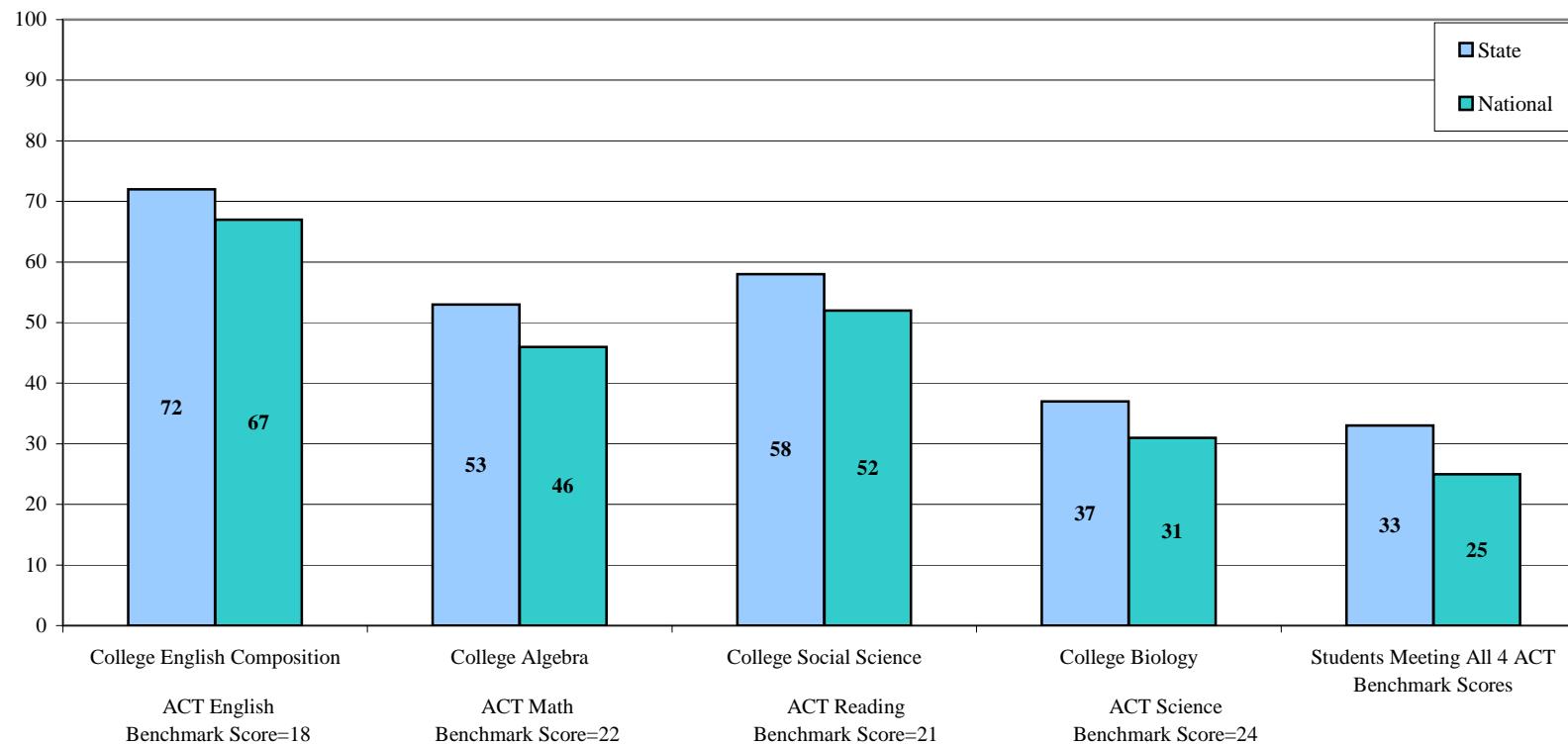
PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS: Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact your regional office at 404-231-1952.

Section I

Executive Summary

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Figure 1.1. Percent of Your Students Ready for College-Level Coursework

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

Table 1.1. Five Year Trends—Percent of Students Meeting College Readiness Benchmarks

Year	Number of Students Tested		Percent Meeting Benchmarks									
	State National		English State National		Mathematics State National		Reading State National		Science State National		Meeting All Four State National	
2008	10,740	1,421,941	72	68	51	43	59	53	34	28	29	22
2009	11,317	1,480,469	73	67	51	42	59	53	34	28	30	23
2010	11,924	1,568,835	73	66	53	43	59	52	37	29	32	24
2011	12,687	1,623,112	72	66	53	45	58	52	36	30	31	25
2012	13,334	1,666,017	72	67	53	46	58	52	37	31	33	25

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
	State National		English State National		Mathematics State National		Reading State National		Science State National		Composite State National	
2008	10,740	1,421,941	21.6	20.6	22.0	21.0	22.3	21.4	21.4	20.8	22.0	21.1
2009	11,317	1,480,469	21.9	20.6	22.1	21.0	22.5	21.4	21.5	20.9	22.1	21.1
2010	11,924	1,568,835	22.0	20.5	22.3	21.0	22.4	21.3	21.8	20.9	22.3	21.0
2011	12,687	1,623,112	21.8	20.6	22.2	21.1	22.2	21.3	21.6	20.9	22.1	21.1
2012	13,334	1,666,017	21.6	20.5	22.2	21.1	22.3	21.3	21.7	20.9	22.1	21.1

Table 1.3. Five Year Trends—Average ACT Scores Nationwide

Year	Number of Students Tested		Average ACT Scores									
	State National		English		Mathematics		Reading		Science		Composite	
2008	1,421,941		20.6		21.0		21.4		20.8		21.1	
2009	1,480,469		20.6		21.0		21.4		20.9		21.1	
2010	1,568,835		20.5		21.0		21.3		20.9		21.0	
2011	1,623,112		20.6		21.1		21.3		20.9		21.1	
2012	1,666,017		20.5		21.1		21.3		20.9		21.1	

Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation

Year	Number of Students Tested		Percent ²		English		Mathematics		Reading		Science		Composite	
	Core or More ¹	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2008	7,399	2,409	69	22	21.8	20.7	22.1	21.2	22.4	21.7	21.5	20.7	22.1	21.2
2009	9,193	1,898	81	17	22.3	20.8	22.4	21.0	22.8	21.5	21.8	20.5	22.5	21.1
2010	9,678	2,084	81	17	22.4	20.3	22.7	20.8	22.8	21.0	22.2	20.4	22.7	20.7
2011	10,317	2,148	81	17	22.2	20.0	22.6	20.6	22.6	20.7	22.0	20.2	22.5	20.5
2012	10,906	2,231	82	17	22.1	19.6	22.6	20.4	22.7	20.7	22.1	20.1	22.5	20.3

¹"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

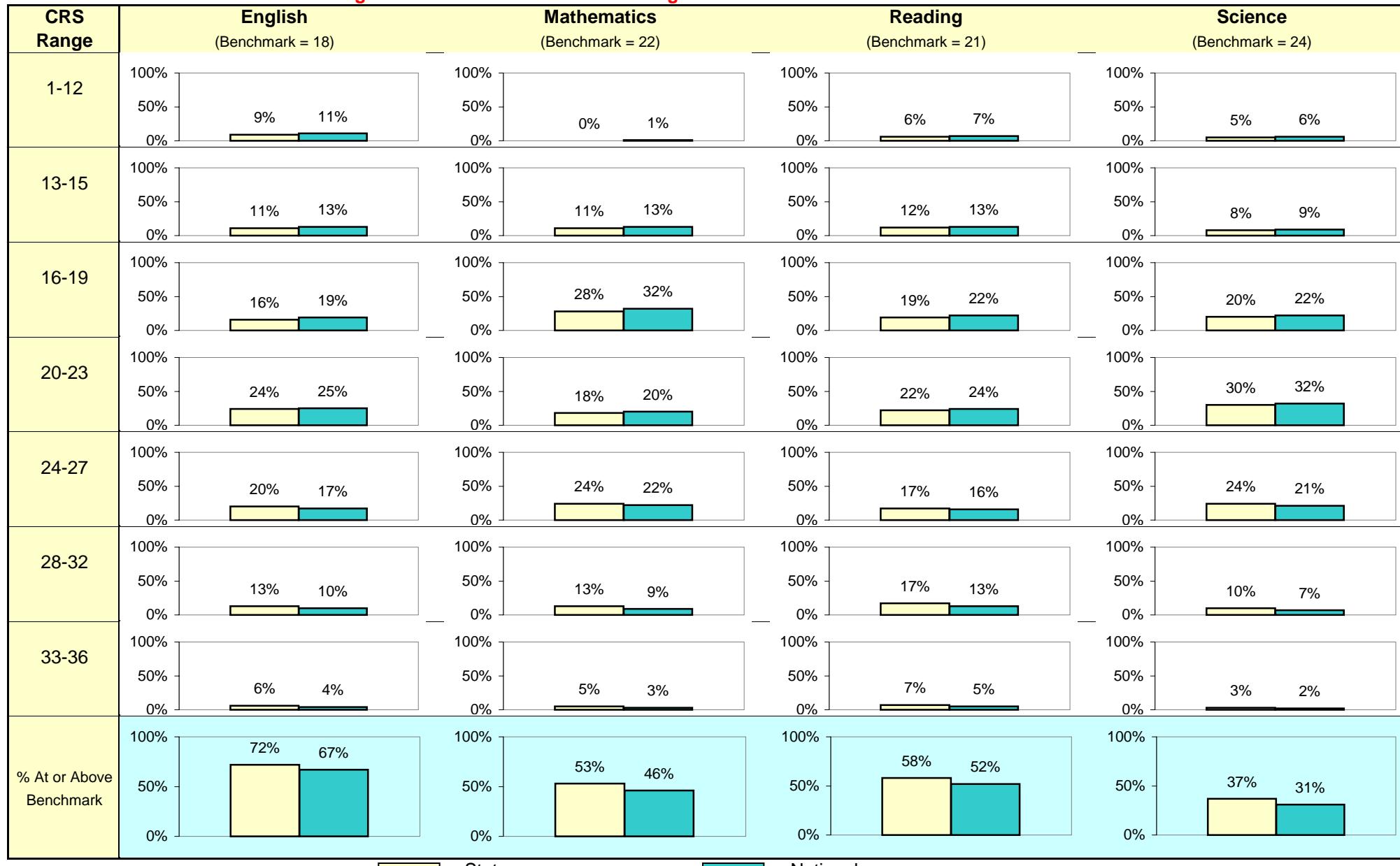
²Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity¹

	2008			2009			2010			2011			2012		
	N	%	Avg												
All Students	10,740	100	22.0	11,317	100	22.1	11,924	100	22.3	12,687	100	22.1	13,334	100	22.1
Black/African American	2,686	25	17.5	3,003	27	17.8	3,192	27	17.8	3,520	28	17.8	3,791	28	17.9
American Indian/Alaska Native	40	0	22.1	26	0	20.8	37	0	20.9	34	0	21.6	35	0	19.7
White	5,500	51	23.5	6,038	53	23.9	6,320	53	24.2	6,437	51	24.2	6,511	49	24.3
Hispanic/Latino	378	4	21.5	499	4	20.8	639	5	20.7	859	7	20.5	959	7	21.0
Asian	458	4	24.6	651	6	25.0	721	6	25.2	727	6	25.1	788	6	25.1
Native Hawaiian/Other Pacific Islander	0	0	.	0	0	.	0	0	.	14	0	20.2	19	0	21.7
Two or more races	247	2	21.5	302	3	22.3	381	3	22.6	440	3	22.0	546	4	22.2
Prefer not to respond/No response	1,431	13	23.9	798	7	23.8	634	5	23.2	656	5	23.2	685	5	22.8

¹Refer to the section header on page 5 for a description of race/ethnicity changes.

Table 1.6. Percent of Students in College Readiness Standards Score Ranges



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Section II

Academic Achievement

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Total Students in Report: 13,334

Table 2.1. ACT Score Distributions, Cumulative Percentages (CP¹), and Score Averages

ACT Scale Score	English		Mathematics		Reading		Science		Composite		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	
36	42	100	69	100	151	100	105	100	6	100	36
35	242	100	136	99	191	99	113	99	65	100	35
34	290	98	234	98	265	97	75	98	132	99	34
33	284	96	245	97	390	95	117	98	223	98	33
32	297	94	236	95	416	93	178	97	264	97	32
31	328	91	250	93	513	89	246	96	334	95	31
30	394	89	322	91	417	86	245	94	417	92	30
29	349	86	399	89	461	82	263	92	490	89	29
28	372	83	550	86	475	79	411	90	560	86	28
27	547	81	650	82	511	75	702	87	622	81	27
26	591	76	858	77	480	72	501	82	680	77	26
25	592	72	794	70	504	68	886	78	768	72	25
24	911	68	936	64	732	64	1,132	71	808	66	24
23	741	61	772	57	701	59	946	63	820	60	23
22	797	55	668	52	689	53	959	56	835	54	22
21	897	49	368	47	892	48	997	48	832	47	21
20	772	42	609	44	662	42	1,048	41	795	41	20
19	577	37	574	39	668	37	707	33	771	35	19
18	546	32	784	35	784	32	869	28	708	29	18
17	466	28	986	29	608	26	595	21	728	24	17
16	558	25	1,350	22	523	21	485	17	655	19	16
15	669	21	1,016	12	615	17	425	13	629	14	15
14	536	16	340	4	515	13	336	10	528	9	14
13	291	12	126	1	426	9	328	7	346	5	13
12	295	9	33	1	399	6	236	5	211	2	12
11	306	7	14	1	172	3	170	3	75	1	11
10	274	5	6	1	88	1	146	2	26	1	10
9	156	3	4	1	52	1	56	1	2	1	9
8	141	2	1	1	12	1	30	1	4	1	8
7	54	1	0	1	11	1	17	1	0	1	7
6	16	1	1	1	6	1	7	1	0	1	6
5	3	1	1	1	2	1	2	1	0	1	5
4	0	1	2	1	0	1	0	1	0	1	4
3	0	1	0	1	1	1	1	1	0	1	3
2	0	1	0	1	2	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	21.6 (6.6)		22.2 (5.7)		22.3 (6.5)		21.7 (5.5)		22.1 (5.6)		Avg (SD)

¹CP is the cumulative percent of students at or below a score point.

Note: Shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Table 2.2. ACT Subscore Distributions, Cumulative Percentages (CP¹), and Subtest Score Averages

ACT Scale Score	English				Reading				Mathematics						ACT Scale Score	
	Usage/ Mechanics		Rhetorical Skills		Social Studies/ Sciences		Arts/ Literature		Pre/Elementary Algebra		Algebra/ Coordinate Geometry		Plane Geometry/ Trigonometry			
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP		
18	718	100	226	100	517	100	702	100	923	100	243	100	279	100	18	
17	749	95	284	98	816	96	964	95	877	93	154	98	58	98	17	
16	962	89	1,015	96	934	90	993	88	605	87	649	97	689	97	16	
15	580	82	905	89	759	83	889	80	1,001	82	757	92	995	92	15	
14	1,011	77	1,147	82	950	77	1,042	73	1,011	74	1,401	86	1,185	85	14	
13	604	70	1,289	73	1,098	70	1,065	66	1,269	67	1,639	76	1,286	76	13	
12	1,106	65	1,410	64	1,283	62	1,032	58	1,222	57	1,202	64	1,643	66	12	
11	1,220	57	1,458	53	995	52	1,015	50	1,141	48	1,452	55	1,313	54	11	
10	1,339	48	1,120	42	1,136	45	1,037	42	999	40	1,809	44	1,418	44	10	
9	1,096	38	1,374	34	1,203	36	1,090	34	831	32	1,385	30	1,274	34	9	
8	935	30	909	23	1,081	27	1,051	26	1,214	26	1,289	20	1,119	24	8	
7	924	23	746	16	1,296	19	750	18	1,369	17	576	10	926	16	7	
6	784	16	518	11	610	9	817	13	548	7	301	6	576	9	6	
5	517	10	440	7	329	5	525	7	201	2	266	4	91	4	5	
4	375	6	336	4	187	2	197	3	80	1	56	2	340	4	4	
3	289	3	137	1	78	1	118	1	31	1	101	1	13	1	3	
2	115	1	18	1	46	1	41	1	10	1	3	1	88	1	2	
1	10	1	2	1	16	1	6	1	2	1	51	1	41	1	1	
Avg (SD)	10.9 (4.1)		11.1 (3.5)		11.2 (3.7)		11.5 (3.9)		11.7 (3.7)		11.1 (3.1)		11.0 (3.3)		Avg (SD)	

¹CP is the cumulative percent of students at or below a score point.

Table 2.3. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	26	26	27	25	26
Q2 (50th Percentile)	22	22	22	22	22
Q1 (25th Percentile)	17	17	17	18	18

Table 2.4. Average ACT Composite Scores for Race/Ethnicity¹ by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More ²	Average ACT Composite Score	
				Core or More	Less Than Core
State	All Students	13,334	82	22.5	20.3
	Black/African American	3,791	76	18.3	16.8
	American Indian/Alaska Native	35	77	20.5	16.9
	White	6,511	86	24.4	23.4
	Hispanic/Latino	959	76	21.5	19.2
	Asian	788	84	25.4	23.2
	Native Hawaiian/Other Pac. Isl.	19	89	22.1	18.5
	Two or more races	546	82	22.6	20.0
	Prefer not/No Response	685	83	23.0	22.3
National	All Students	1,666,017	76	21.8	19.1
	Black/African American	222,237	72	17.5	15.9
	American Indian/Alaska Native	13,523	66	19.3	16.9
	White	983,148	77	23.0	20.3
	Hispanic/Latino	234,456	73	19.5	17.4
	Asian	68,080	81	24.1	21.8
	Native Hawaiian/Other Pac. Isl.	4,545	74	20.4	18.3
	Two or more races	55,500	76	22.0	19.6
	Prefer not/No Response	84,528	68	22.5	19.2

¹Refer to the section header on page 11 for a description of race/ethnicity changes.²"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.**Table 2.5. Average ACT Scores by Race/Ethnicity¹**

Student Group	Race/Ethnicity	English	Mathematics	Reading	Science	Composite
State	All Students	21.6	22.2	22.3	21.7	22.1
	Black/African American	17.0	18.1	18.1	17.9	17.9
	American Indian/Alaska Native	18.7	19.8	19.7	20.5	19.7
	White	24.1	24.1	24.6	23.6	24.3
	Hispanic/Latino	20.3	21.1	21.2	20.8	21.0
	Asian	24.3	26.6	24.4	24.4	25.1
	Native Hawaiian/Other Pac. Isl.	20.6	22.9	21.6	21.7	21.7
	Two or more races	21.7	21.9	22.8	21.8	22.2
	Prefer not/No Response	22.5	22.7	23.1	22.3	22.8
National	All Students	20.5	21.1	21.3	20.9	21.1
	Black/African American	16.0	17.3	17.2	17.2	17.0
	American Indian/Alaska Native	17.1	18.5	18.7	18.7	18.4
	White	22.1	22.1	22.7	22.1	22.4
	Hispanic/Latino	17.7	19.4	19.0	18.9	18.9
	Asian	22.7	25.2	22.9	23.2	23.6
	Native Hawaiian/Other Pac. Isl.	18.9	20.4	19.8	19.7	19.8
	Two or more races	21.0	21.1	21.8	21.2	21.4
	Prefer not/No Response	20.7	21.3	21.5	20.9	21.3

¹Refer to the section header on page 11 for a description of race/ethnicity changes.

Table 2.6. Percent of Students in College Readiness Standards (CRS) Score Ranges

Student Group	CRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	858	6	684	5	997	7	410	3
	28 to 32	1,740	13	1,757	13	2,282	17	1,343	10
	24 to 27	2,641	20	3,238	24	2,227	17	3,221	24
	20 to 23	3,207	24	2,417	18	2,944	22	3,950	30
	16 to 19	2,147	16	3,694	28	2,583	19	2,656	20
	13 to 15	1,496	11	1,482	11	1,556	12	1,089	8
	01 to 12	1,245	9	62	0	745	6	665	5
National	33 to 36	74,039	4	50,719	3	81,737	5	30,082	2
	28 to 32	167,405	10	149,540	9	223,134	13	123,485	7
	24 to 27	291,143	17	369,818	22	262,453	16	355,144	21
	20 to 23	414,094	25	332,787	20	399,794	24	532,341	32
	16 to 19	318,585	19	538,042	32	366,975	22	373,233	22
	13 to 15	210,405	13	216,778	13	220,083	13	158,083	9
	01 to 12	190,346	11	8,333	1	111,841	7	93,649	6

Table 2.7. Average ACT Scores by Gender

Student Group	Gender	N	Percent	Average ACT Scores				
				English	Mathematics	Reading	Science	Composite
State	Males	5,855	44	21.2	22.8	22.1	22.2	22.2
	Females	7,472	56	22.0	21.6	22.5	21.3	22.0
	Missing	7	0	15.9	16.9	17.3	17.6	17.1
National	Males	761,554	46	20.2	21.7	21.2	21.4	21.2
	Females	900,625	54	20.9	20.6	21.4	20.5	21.0
	Missing	3,838	0	16.1	17.8	17.6	17.8	17.5

Table 2.8. Percent of Students Meeting College Readiness Benchmark Scores by Gender

Student Group	Gender	Percent of Students					Meet All Four
		English	Mathematics	Reading	Science	All Four	
State	Males	70	57	57	42	36	
	Females	73	50	60	34	30	
National	Males	64	50	51	35	29	
	Females	69	42	53	27	22	

Table 2.9. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken ¹	N	English		Mathematics		Reading		Science		Composite	
			CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB %	Avg	CRB % ⁴	Avg
State	Core or More ²	10,906	75	22.1	57	22.6	61	22.7	40	22.1	35	22.5
	Less than Core	2,231	58	19.6	39	20.4	47	20.7	27	20.1	23	20.3
	Missing ³	197	43	17.5	28	18.9	32	18.6	17	18.9	15	18.6
National	Core or More	1,259,744	72	21.3	51	21.8	57	22.0	35	21.6	29	21.8
	Less than Core	355,849	51	18.3	29	19.1	38	19.4	19	19.1	14	19.1
	Missing	50,424	38	16.2	22	18.1	27	17.6	14	17.8	10	17.6

¹ "Curriculum Taken" reflects overall high school curriculum in this table.² "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.³ Zero years or no coursework information reported in one or more content areas.⁴ Composite CRB% results reflect students who meet all four subject-area benchmarks.**Table 2.10. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Content-Specific Curriculum**

Student Group	Curriculum Taken ¹	N	English		Mathematics			Reading			Science			
			N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg	N	CRB %	Avg
State	Core or More ²	12,882	73	21.8	12,903	55	22.3	12,214	59	22.4	11,976	39	22.0	
	Less than Core	266	48	18.0	241	10	16.6	931	58	22.5	1,163	19	19.0	
	Missing ³	186	44	17.6	190	28	18.9	189	32	18.6	195	16	18.8	
National	Core or More	1,558,562	68	20.8	1,550,768	48	21.4	1,471,658	54	21.6	1,425,217	33	21.4	
	Less than Core	64,748	41	16.5	69,741	8	16.6	149,266	40	19.7	194,661	13	18.4	
	Missing	42,707	40	16.5	45,508	22	18.2	45,093	29	17.8	46,139	14	17.9	

¹ "Curriculum Taken" reflects content-specific curriculum in this table.² "Core or More" results correspond to students taking four or more years of English or three or more years of math, social studies, or natural science, respectively.

For instance, Reading "Core or More" results correspond to students taking three or more years of social studies, regardless of courses taken in other content areas.

³ Zero years or no coursework information reported in the specified content area.

Section III

College Readiness and the

Impact of Course Rigor

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

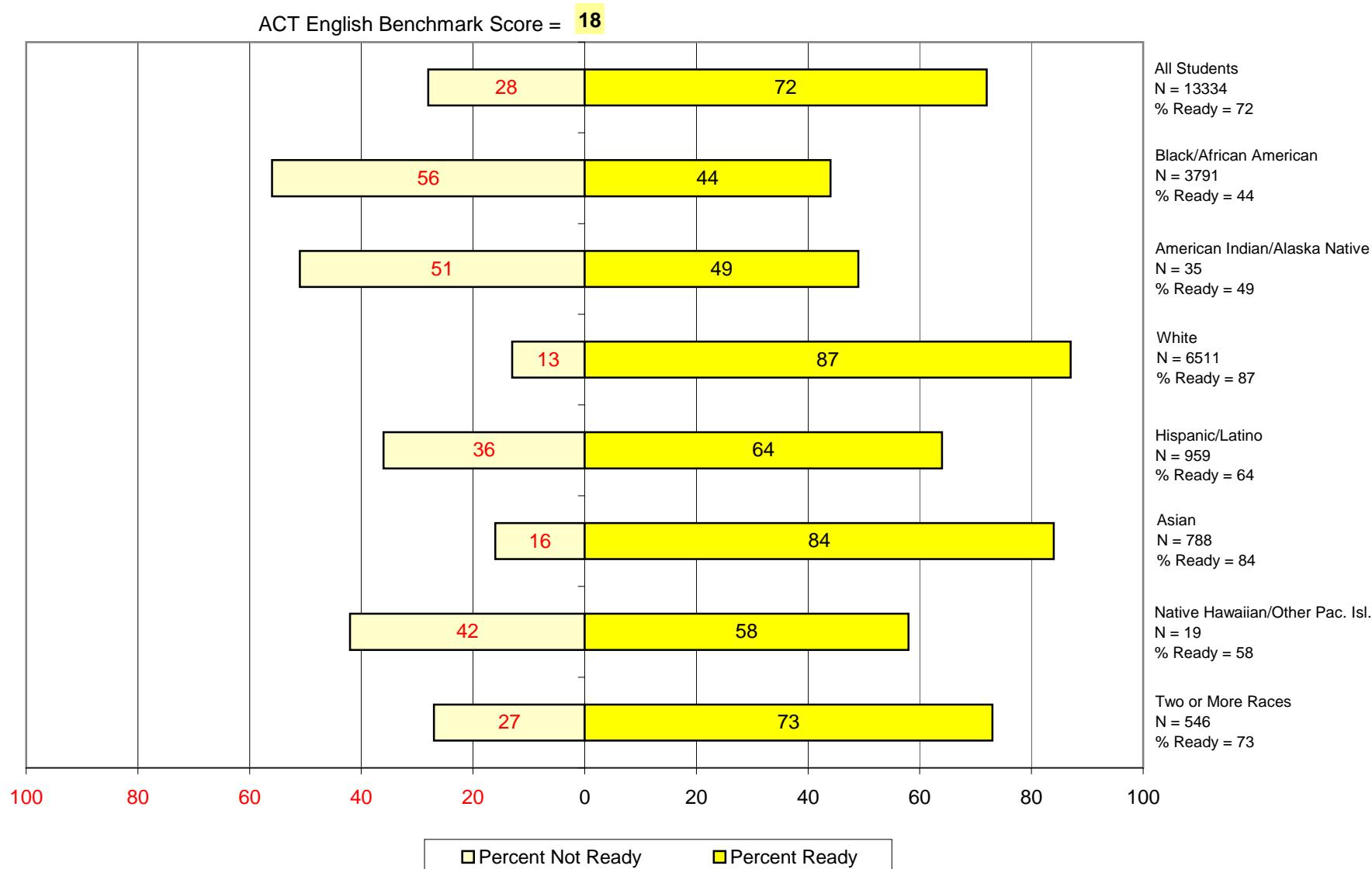
Figure 3.1. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ENGLISH¹Refer to the section header on page 17 for a description of race/ethnicity changes.

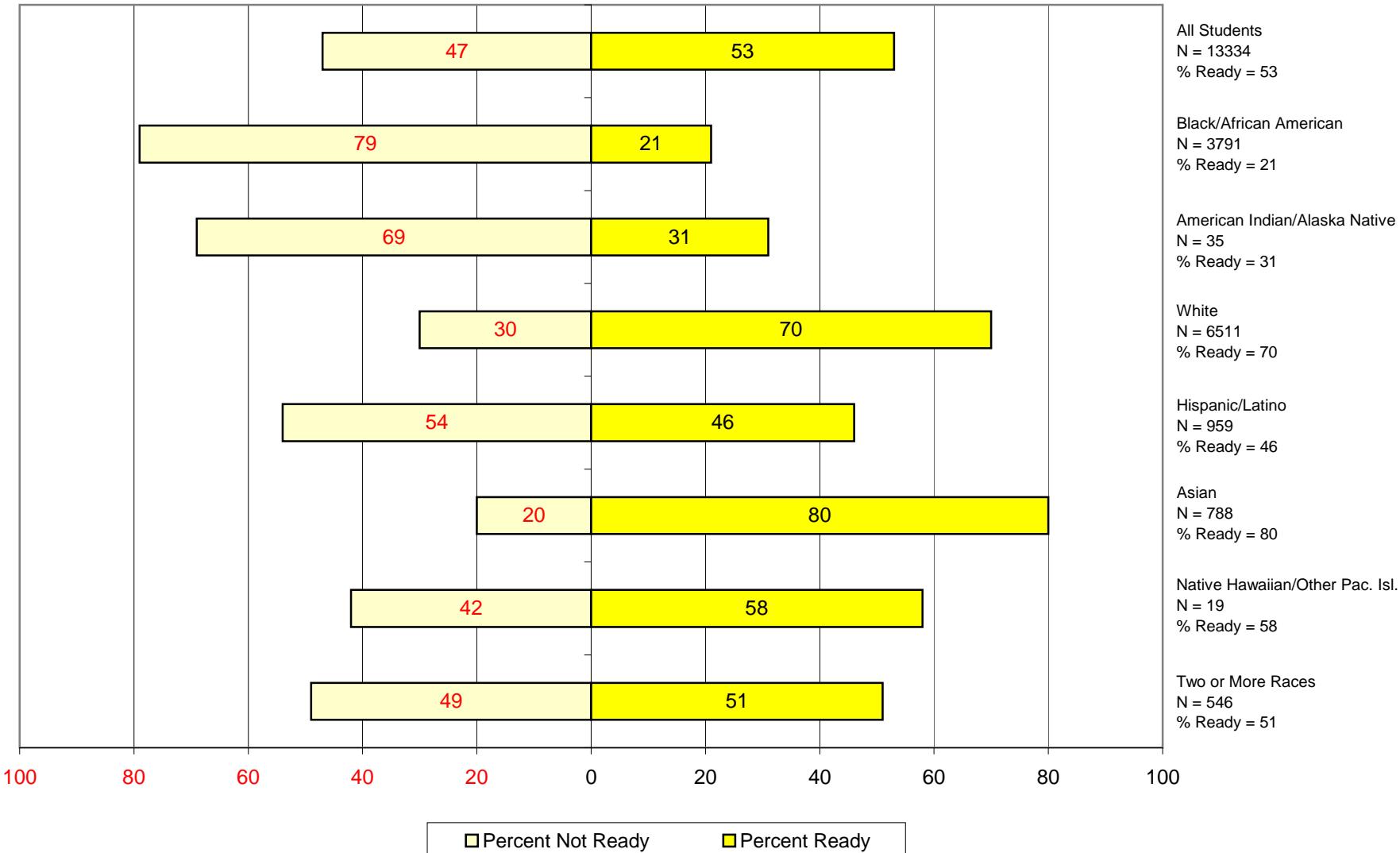
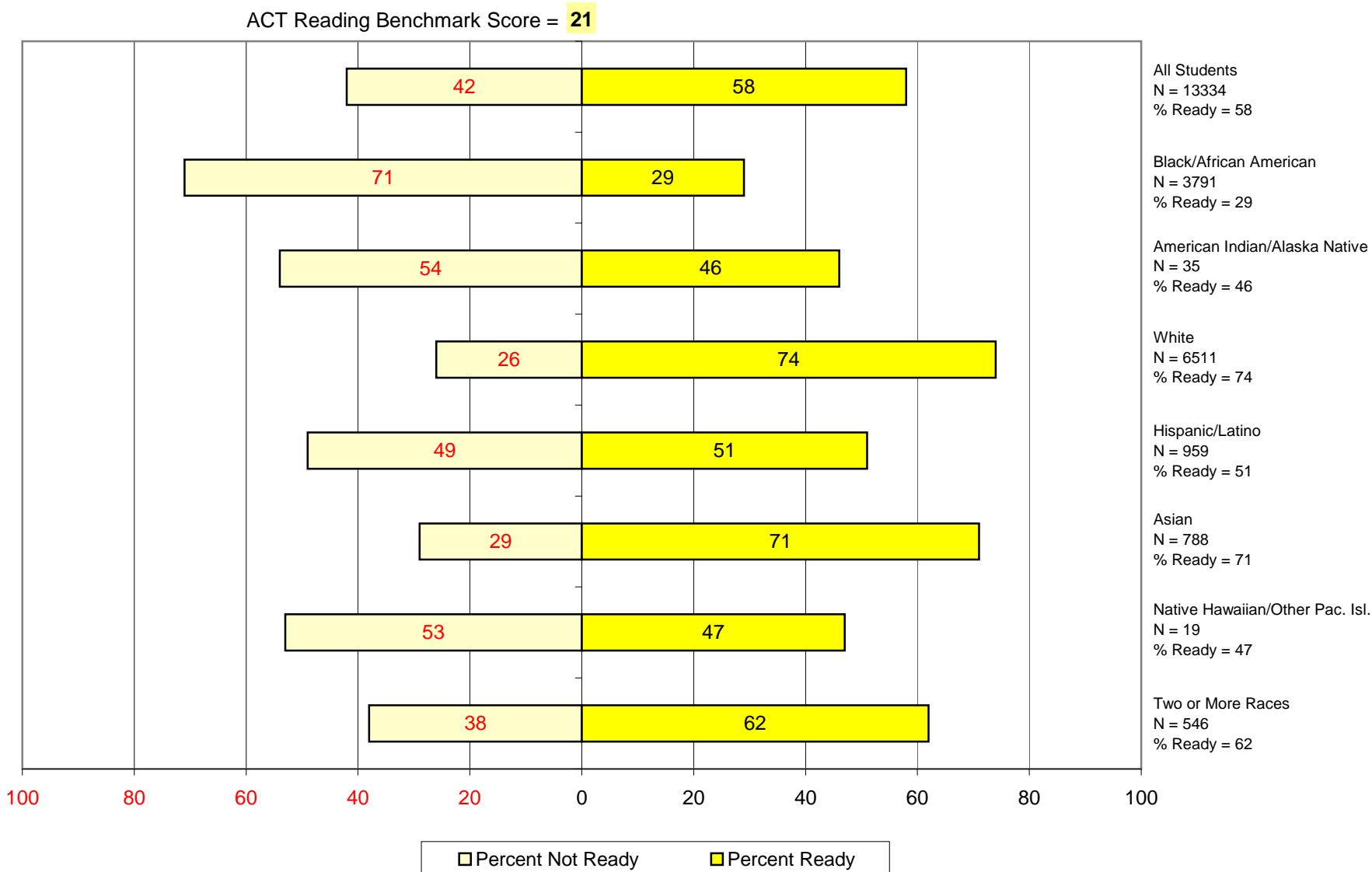
Figure 3.2. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: MATHEMATICSACT Mathematics Benchmark Score = **22**¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Figure 3.3. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: READING

¹Refer to the section header on page 17 for a description of race/ethnicity changes.

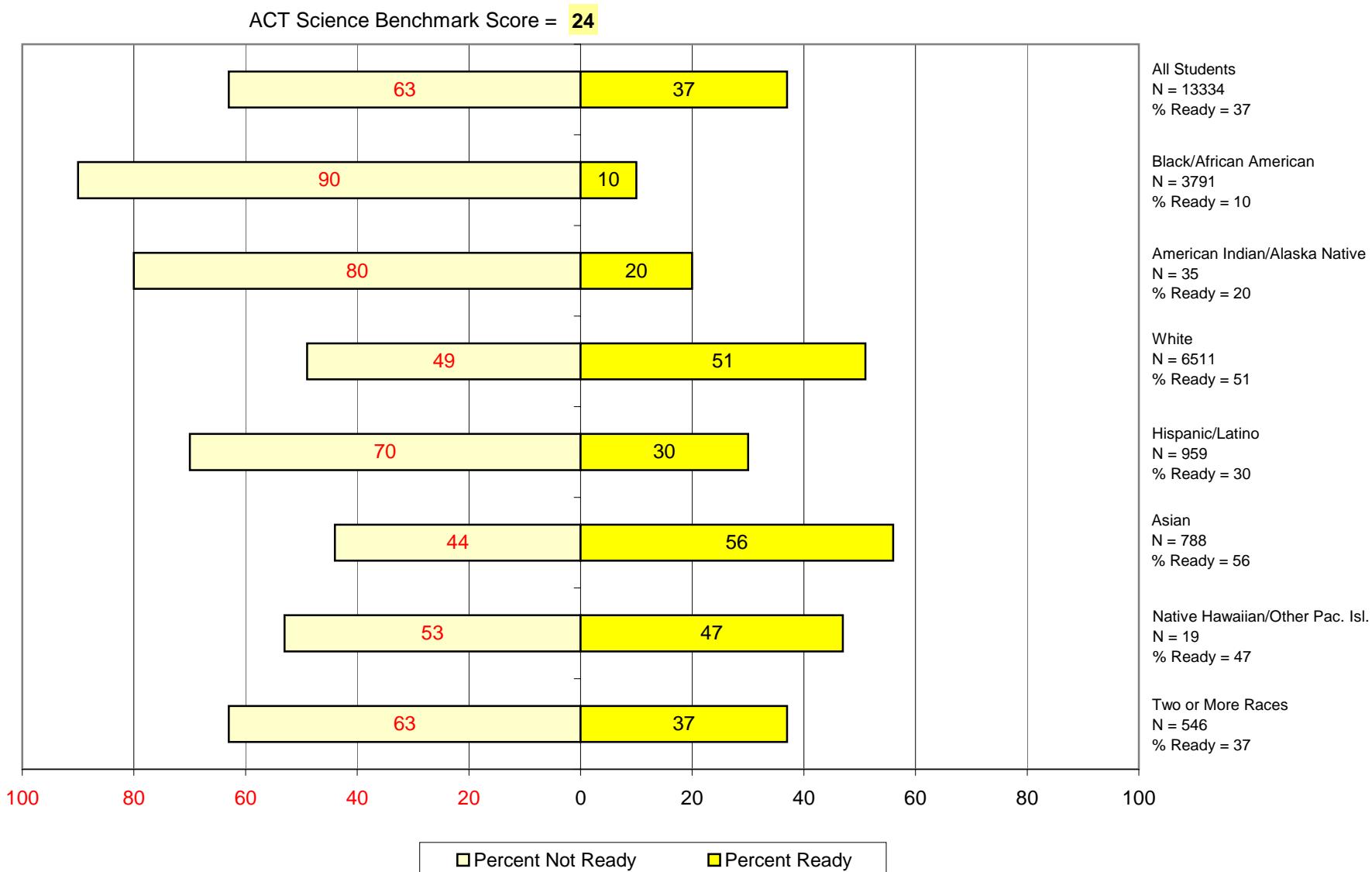
Figure 3.4. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: SCIENCE¹Refer to the section header on page 17 for a description of race/ethnicity changes.

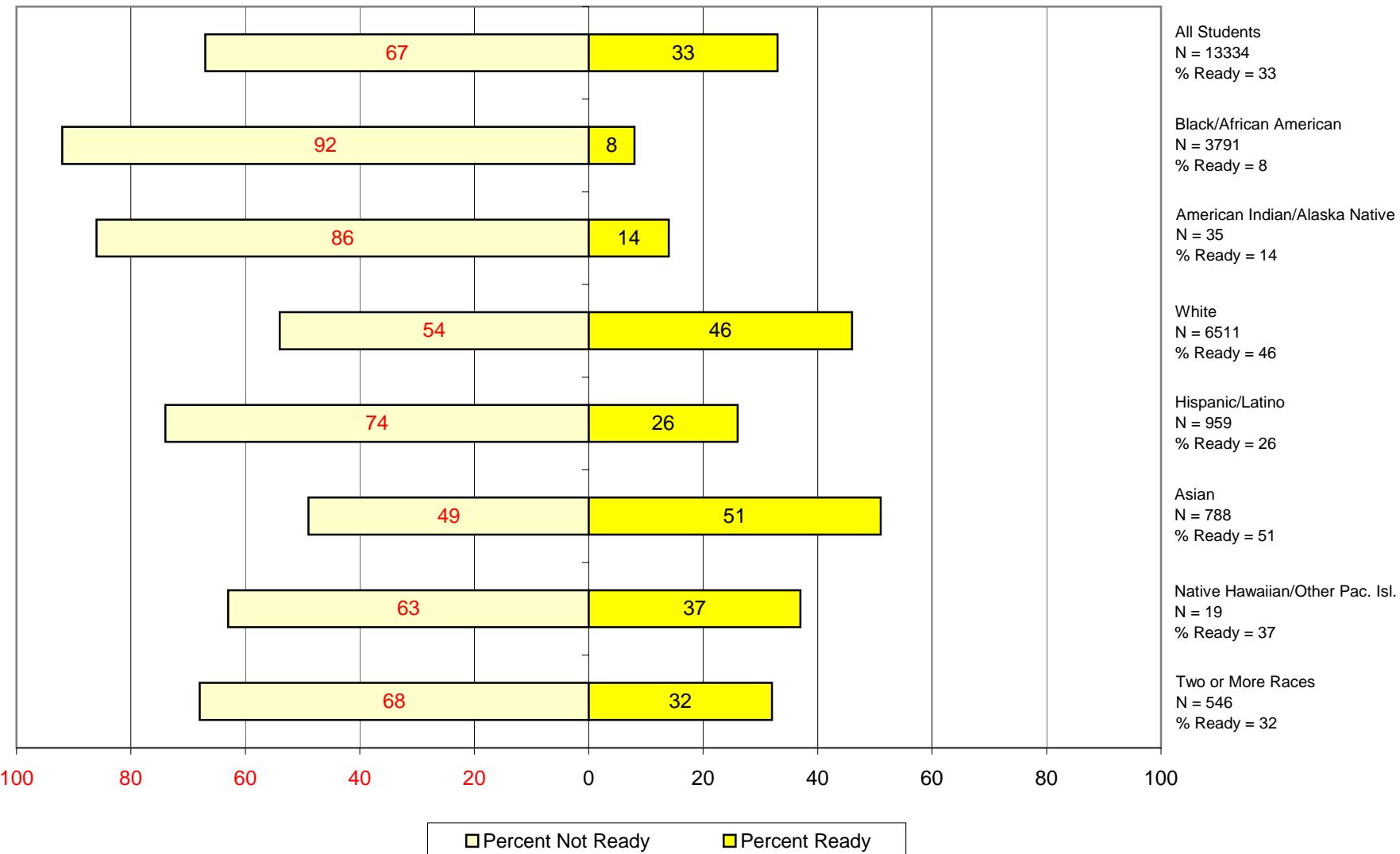
Figure 3.5. Percent of Students Meeting ACT College Readiness Benchmark Scores by Race/Ethnicity¹: ALL FOUR¹Refer to the section header on page 17 for a description of race/ethnicity changes.

Table 3.1. Average ACT Scores and Average ACT Score Changes by Common Course Patterns

Course Pattern	All Students					Males					Females				
	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹	N	Percent	ACT English	Course Value Added ¹			
ENGLISH COURSE PATTERN															
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	2,849	21	22.3	4.3	1,132	19	21.7	3.3	1,717	23	22.7	5.0			
Eng 9, Eng 10, Eng 11, Eng 12	10,033	75	21.6	3.6	4,503	77	21.2	2.8	5,524	74	21.9	4.2			
Less than 4 years of English	266	2	18.0	-	121	2	18.4	-	145	2	17.7	-			
Zero years / no English courses reported	186	1	17.6	-	99	2	17.4	-	86	1	17.9	-			
MATHEMATICS COURSE PATTERN															
Alg 1, Alg 2, Geom, Trig, & Calc	947	7	24.7	8.1	414	7	25.1	7.8	533	7	24.3	8.4			
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	1,277	10	21.0	4.4	443	8	21.2	3.9	832	11	20.9	5.0			
Alg 1, Alg 2, Geom, & Trig	1,004	8	18.4	1.8	424	7	18.5	1.2	580	8	18.3	2.4			
Alg 1, Alg 2, Geom, & Other Adv Math	1,703	13	19.6	3.0	593	10	19.8	2.5	1,109	15	19.5	3.6			
Other comb of 4 or more years of Math	6,154	46	24.8	8.2	2,959	51	25.6	8.3	3,194	43	24.2	8.3			
Alg 1, Alg 2, & Geom	1,181	9	16.7	0.1	508	9	16.9	-0.4	673	9	16.6	0.7			
Other comb of 3 or 3.5 years of Math	637	5	20.9	4.3	293	5	21.1	3.8	344	5	20.7	4.8			
Less than 3 years of Math	241	2	16.6	-	121	2	17.3	-	118	2	15.9	-			
Zero years / no Math courses reported	190	1	18.9	-	100	2	19.1	-	89	1	18.8	-			
SOCIAL SCIENCE COURSE PATTERN															
US Hist, World Hist, Am Gov, & Other Hist	1,008	8	23.6	1.1	524	9	22.9	0.7	484	6	24.5	1.8			
Other comb of 4 or more years Social Science	4,976	37	22.8	0.3	2,244	38	22.9	0.7	2,732	37	22.8	0.1			
US Hist, World Hist, & Am Gov	2,321	17	20.6	-1.9	1,115	19	20.7	-1.5	1,203	16	20.6	-2.1			
Other comb of 3 or 3.5 years of Social Science	3,909	29	22.5	0.0	1,484	25	22.1	-0.1	2,424	32	22.8	0.1			
Less than 3 years of Social Science	931	7	22.5	-	388	7	22.2	-	541	7	22.7	-			
Zero years / no Social Science courses reported	189	1	18.6	-	100	2	18.3	-	88	1	19.0	-			
NATURAL SCIENCE COURSE PATTERN															
Gen Sci ² , Bio, Chem, & Phys	6,185	46	22.8	3.8	2,960	51	23.4	4.8	3,221	43	22.2	3.0			
Bio, Chem, Phys	1,833	14	24.2	5.2	850	15	24.9	6.3	983	13	23.6	4.4			
Gen Sci ² , Bio, Chem	3,808	29	19.8	0.8	1,404	24	19.7	1.1	2,403	32	19.9	0.7			
Other comb of 3 years of Natural Science	150	1	19.8	0.8	86	1	20.5	1.9	64	1	18.8	-0.4			
Less than 3 years of Natural Science	1,163	9	19.0	-	451	8	18.6	-	711	10	19.2	-			
Zero years / no Natural Science courses reported	195	1	18.8	-	104	2	18.8	-	90	1	18.8	-			

¹Course value added is defined as the average ACT score change compared to course sequences in which students took

less than four years of English or less than three years of Mathematics, Social Science or Natural Science.

²Includes General, Physical and Earth Sciences.

Table 3.2. College Readiness Percents by Common Course Patterns

Course Pattern	N	State			National		
		Percent Taking Pattern	Avg ACT English	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT English
ENGLISH COURSE PATTERN							
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	2,849	21	22.3	76	380,162	23	21.7
Eng 9, Eng 10, Eng 11, Eng 12	10,033	75	21.6	72	1,178,400	71	20.5
Less than 4 years of English	266	2	18.0	48	64,748	4	16.5
Zero years / no English courses reported	186	1	17.6	44	42,707	3	16.5
MATHEMATICS COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Math	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Math
Alg 1, Alg 2, Geom, Trig, & Calc	947	7	24.7	76	108,668	7	24.0
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	1,277	10	21.0	47	151,050	9	22.0
Alg 1, Alg 2, Geom, & Trig	1,004	8	18.4	24	115,739	7	19.6
Alg 1, Alg 2, Geom, & Other Adv Math	1,703	13	19.6	34	279,658	17	19.9
Other comb of 4 or more years of Math	6,154	46	24.8	73	585,086	35	23.6
Alg 1, Alg 2, & Geom	1,181	9	16.7	9	228,058	14	17.3
Other comb of 3 or 3.5 years of Math	637	5	20.9	45	82,509	5	19.9
Less than 3 years of Math	241	2	16.6	10	69,741	4	16.6
Zero years / no Math courses reported	190	1	18.9	28	45,508	3	18.2
SOCIAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Reading	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Reading
US Hist, World Hist, Am Gov, & Other Hist	1,008	8	23.6	65	47,179	3	22.3
Other comb of 4 or more years Social Science	4,976	37	22.8	62	887,744	53	21.9
US Hist, World Hist, & Am Gov	2,321	17	20.6	47	84,563	5	20.2
Other comb of 3 or 3.5 years of Social Science	3,909	29	22.5	60	452,172	27	21.2
Less than 3 years of Social Science	931	7	22.5	58	149,266	9	19.7
Zero years / no Social Science courses reported	189	1	18.6	32	45,093	3	17.8
NATURAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Science	Percent Meeting Benchmark	N	Percent Taking Pattern	Avg ACT Science
Gen Sci ¹ , Bio, Chem, & Phys	6,185	46	22.8	45	740,499	44	21.9
Bio, Chem, Phys	1,833	14	24.2	57	171,734	10	23.0
Gen Sci ¹ , Bio, Chem	3,808	29	19.8	22	466,992	28	20.0
Other comb of 3 years of Natural Science	150	1	19.8	24	45,992	3	19.5
Less than 3 years of Natural Science	1,163	9	19.0	19	194,661	12	18.4
Zero years / no Natural Science courses reported	195	1	18.8	16	46,139	3	17.9

¹Includes General, Physical and Earth Sciences.

Section IV

Career and Educational Aspirations

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Tables within this section have been changed to reflect the updated Educational Major categories implemented by ACT in the fall of 2010.

Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans

Planned Educational Major ¹	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N ²	Percent ³	Avg ACT Comp	N	Percent ³	Avg ACT Comp	N	Percent ³	Avg ACT Comp
Agriculture & Natural Resources Conservation	121	1	22.5	0	0	.	106	1	22.6
Architecture	174	1	21.8	1	1	15.0	150	1	21.7
Area, Ethnic, & Multidisciplinary Studies	20	0	24.1	1	1	15.0	17	0	23.8
Arts: Visual & Performing	707	5	20.6	12	9	15.5	623	5	20.7
Business	1,515	11	20.9	37	26	18.3	1,320	12	20.9
Communications	510	4	21.2	3	2	17.3	459	4	21.2
Community, Family, & Personal Services	164	1	18.5	3	2	17.7	149	1	18.5
Computer Science & Mathematics	494	4	23.0	6	4	16.8	442	4	23.0
Education	626	5	20.5	7	5	15.9	567	5	20.4
Engineering	1,208	9	24.5	2	1	14.5	1,090	10	24.5
Engineering Technology & Drafting	112	1	20.7	4	3	14.5	101	1	20.8
English & Foreign Languages	180	1	24.6	1	1	14.0	155	1	24.9
Health Administration & Assisting	280	2	18.0	8	6	14.9	240	2	17.9
Health Sciences & Technologies	1,788	13	21.4	19	14	16.4	1,618	14	21.5
Philosophy, Religion, & Theology	40	0	20.4	1	1	15.0	35	0	20.8
Repair, Production, & Construction	26	0	16.5	7	5	15.4	17	0	16.6
Sciences: Biological & Physical	1,481	11	24.1	3	2	15.0	1,353	12	24.0
Social Sciences & Law	1,437	11	22.0	5	4	16.4	1,284	11	21.9
Undecided	2,177	16	22.9	18	13	18.4	1,626	14	23.0
No Response	274	2	19.3	2	1	20.5	96	1	20.2

¹Refer to the section header on page 25 for a description of educational major changes.²2-Year and 4-Year "N" counts do not reflect "Missing" and "Other" college plans, therefore they may not add up to the N count for All Students.³Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Table 4.2. Average ACT Composite Scores for Racial/Ethnic¹ Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Black/African American		American Indian/ Alaska Native		White		Hispanic/Latino	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	73	17.9	31	15.1	1	21.0	23	20.9	9	16.2
2-yr College Degree	67	15.8	24	14.1	0	.	27	16.9	7	15.1
Bachelors Degree	4,915	20.2	1,495	16.6	16	18.5	2,517	22.3	345	19.3
Graduate Study	3,119	23.3	697	18.8	5	19.2	1,789	25.0	208	22.6
Prof. Level Degree	3,414	23.8	1,045	19.6	8	21.8	1,362	26.6	263	22.2
Other	123	20.2	41	15.7	0	.	43	23.7	11	19.2
No Response	1,623	22.4	458	17.4	5	20.4	750	25.1	116	21.1

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or more races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	73	17.9	4	27.3	0	.	3	15.7	2	17.0
2-yr College Degree	67	15.8	3	20.7	0	.	4	14.8	2	18.0
Bachelors Degree	4,915	20.2	189	21.9	7	18.4	179	20.2	167	20.3
Graduate Study	3,119	23.3	131	25.3	3	22.3	127	23.7	159	23.5
Prof. Level Degree	3,414	23.8	349	26.5	5	24.0	159	23.4	223	24.6
Other	123	20.2	10	23.0	1	17.0	8	21.4	9	21.9
No Response	1,623	22.4	102	26.1	3	26.7	66	22.4	123	22.2

¹Refer to the section header on page 25 for a description of race/ethnicity changes.

Table 4.3. Students' Score Report Preferences at Time of Testing

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF MARYLAND COLLEGE PARK	Maryland	1,657	636	1,021	1	5	16	28	29	18	4
TOWSON UNIVERSITY	Maryland	1,285	360	925	2	12	30	34	17	5	0
SALISBURY UNIVERSITY	Maryland	743	196	547	2	11	30	37	17	4	0
UNIVERSITY OF MARYLAND BALTIMORE COUNTY	Maryland	565	114	451	1	5	19	31	28	14	2
MORGAN STATE UNIVERSITY	Maryland	386	120	266	10	34	44	10	2	1	0
FROSTBURG STATE UNIVERSITY	Maryland	385	108	277	3	17	41	27	9	2	0
PENN STATE-UNIVERSITY PARK CAMPUS	Pennsylvania	336	46	290	1	5	15	26	30	21	1
STEVENSON UNIVERSITY	Maryland	334	83	251	3	19	38	27	11	2	0
BOWIE STATE UNIVERSITY	Maryland	320	96	224	12	37	39	10	2	0	0
VIRGINIA TECH	Virginia	313	66	247	0	2	10	21	41	22	4
UNIVERSITY OF DELAWARE	Delaware	281	63	218	1	4	11	27	39	17	1
WEST VIRGINIA UNIVERSITY	West Virginia	269	84	185	3	8	27	35	19	8	0
UNIVERSITY OF MARYLAND EASTERN SHORE	Maryland	264	86	178	8	36	41	11	3	1	0
NCAA ELIGIBILITY CENTER	Indiana	247	146	101	5	14	30	22	19	8	2
HOWARD UNIVERSITY	District of Columbia	240	75	165	2	19	39	25	13	2	0
JAMES MADISON UNIVERSITY	Virginia	238	53	185	2	2	12	35	36	14	0
JOHNS HOPKINS UNIVERSITY THE	Maryland	200	58	142	2	5	22	19	19	28	5
DELAWARE STATE UNIVERSITY	Delaware	172	49	123	6	35	41	13	2	2	0
COPPIN STATE UNIVERSITY	Maryland	168	51	117	12	46	35	6	1	0	0
HAMPTON UNIVERSITY	Virginia	159	47	112	4	20	44	26	6	1	0
UNIV OF SOUTH CAROLINA-COLUMBIA	South Carolina	159	46	113	0	1	11	26	42	18	2
YORK COLLEGE OF PENNSYLVANIA	Pennsylvania	159	45	114	1	9	23	43	19	4	1
ST MARY'S COLLEGE OF MARYLAND	Maryland	158	40	118	1	4	9	28	34	20	4
UNIVERSITY OF VIRGINIA	Virginia	157	27	130	1	1	10	15	29	35	9
MOUNT SAINT MARY'S UNIVERSITY	Maryland	149	50	99	1	9	27	34	20	9	1
LOYOLA UNIVERSITY MARYLAND	Maryland	148	30	118	0	5	28	25	30	11	1
MONTGOMERY COLLEGE-MD	Maryland	146	64	82	3	17	38	26	12	3	0
UNIV OF NORTH CAROLINA AT CHAPEL HILL	North Carolina	145	37	108	0	3	10	15	36	28	8
MCDANIEL COLLEGE	Maryland	132	33	99	3	8	30	36	16	8	0
DREXEL UNIVERSITY	Pennsylvania	129	41	88	0	6	21	26	33	11	2
All Other Institutions		10,622	3,022	7,600	2	10	21	26	22	15	3
Total		20,666	5,972	14,694	2	11	23	27	21	13	2

Section V

Optional Writing Test Results

Tables within this section have been changed to reflect the updated United States Department of Education race/ethnicity reporting requirements. The race/ethnicity categories shown are the derived Federal reporting categories. Not all values convert from old race/ethnicity categories into new race/ethnicity categories. Therefore, trend data may not be present where direct conversions are not available.

Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity¹ and Gender for students who took ACT Writing

	N		English		Average ACT Scores		English/Writing Combined	
	State	National	State	National	State	National	State	National
All Students	10,192	931,148	22.6	21.5	7.2	7.1	21.7	20.7
Black/African American	2,561	113,247	17.8	16.6	6.4	6.2	17.4	16.4
American Indian/Alaska Native	29	5,233	19.6	17.8	6.5	6.5	18.8	17.5
White	5,201	518,974	24.8	23.2	7.5	7.2	23.6	22.1
Hispanic/Latino	747	150,249	20.9	18.5	7.3	6.8	20.5	18.3
Asian	697	53,381	24.7	23.7	7.8	7.6	23.7	22.8
Native Hawaiian/Other Pac. Isl.	15	2,851	21.1	19.9	6.7	7.1	20.1	19.6
Two or more races	423	32,346	22.5	21.9	7.2	7.1	21.6	21.1
Prefer not/No Response	519	54,867	23.7	21.8	7.4	7.1	22.6	21.0
Males	4,283	413,617	22.3	21.2	7.0	6.8	21.2	20.3
Females	5,905	515,745	22.9	21.7	7.4	7.2	22.0	21.1
Missing	4	1,786	18.3	16.8	5.5	6.3	16.8	16.6

¹Refer to the section header on page 29 for a description of race/ethnicity changes.

